

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related to literature which is based on relevant theories and previous research findings. It consists of the mastery of vocabulary, cooperative learning and teams game tournament method (TGT).

2.1 Mastery of Vocabulary

In this point, researcher will discuss about the understanding of vocabulary mastery, type of vocabulary, and tiers of vocabulary.

2.1.1 Definition of Vocabulary Mastery

Vocabulary is one of the main key for successful to learn foreign language. Nunan (1991) states that the development of vocabulary is an important element in the acquisition of a second language. It is very important for someone to know vocabulary before learning foreign language. According to Lehr, Osborn, & Hiebert (2004), vocabulary is knowledge of words and word meanings. It means that students who don't have large vocabularies or establishing vocabulary base first, their comprehension and use of a language will not be achieved.

In line with Lehr, *et al*, John (2000: 16) states that vocabulary is knowledge that involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary, tape definition, or an equivalent word in their own language. Therefore, by learning vocabulary we

automatically know the meaning of the words itself and can use it to produce sentences.

Additionally, Henriksen (1996) states that vocabulary knowledge is often defined as precise comprehension which is the ability to translate the lexical items into L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase. Thus, vocabulary knowledge requires the ability to react to words that students do not need to think about. The words just come into students' minds to be used in an effective and natural way.

Furthermore, mastery of vocabulary is a crucial part of learning English. It was supported by Lewis and Hill (1990: 12) that vocabulary mastery is important for the students. Mastery is we have an ability to comprehend well. By mastering vocabulary we are able to use the language. Whitton, et al (2009) express that mastery is acquiring knowledge and increasing competency for enjoyment and the development of skills. While, Hatch and Brown (1995) state that mastery vocabulary depend on persons' motivation, desires, and need for the words in order to specify individual's vocabulary knowledge. Mastery is a term that all educators use and believe they understand well (Guskey and Anderman, (2013/2014). It means, students believe that if they have mastery a lot of words they are able to understand the meaning of the language well.

2.1.2 Type of Vocabulary

2.1.2.1 Register

Register are set of language items associated with desecrate occupational or social groups (Wardhough, 2003). According to Fromkin, Rodman, and Hyams (2003) register is a stylistic variant of a language appropriate to a particular social setting. It usually used by the person who stay in those areas. For example: In the school areas we will know words curriculum, lesson plan, syllabus, etc.

2.1.2.2 Idiom

McCharty and O'dell (2002) state that idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word. Idioms are constructed in different ways. For example: It's raining cats and dogs!. This expression does not mean that cats and dogs are falling from the sky, but it is a metaphorical expression (word picture) means that it is raining very heavily.

2.1.2.3 Basic Vocabulary

Basic vocabulary is referring to the most common words and universal element of human experience. It usually use in the daily life conversation, such as part of body (nose, eyes, ears, etc), environment (water, tree, sky, etc), common activities (eat, sleep, run), numerical, etc.

2.1.3 Tiers of Vocabulary

Tiers of vocabulary are the stages of learning vocabulary that we usually use when learn vocabulary (Hutton, 2008). In the tiers of vocabulary, we will learn vocabulary start from the basic into the difficult level. It is easier for us to remember the words because we begin with the easiest to the hardest words.

According to Beck et al. (2002) as cited by Pikulski and Templeton (2004), tiers of vocabulary is divided into three levels:

2.1.3.1 Level I Words

These are words that are used over and over in everyday conversation. Since they are so frequently used in a variety of contexts, eventually all children learn them. Some examples of these words would be house, girl, cat, up, umbrella, etc. Level I words are sometimes referred to as “conversational speech.” Children who are learning English as a second language will sometimes make progress with this level of vocabulary but have difficulty making progress with words at levels beyond this one.

2.1.3.2 Level II Words

These are words that are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as “academic vocabulary,” and as “instructional vocabulary.” They are words that are necessary for general success in school. Words such as perspective, generate, initiate, intermediate, calculation, etc. are possible examples.

2.1.3.3 Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field. Examples of Level III words from the field of reading instruction include the terms digraph, diphthong, etc. As one might expect, some words such as calculation might be classified as either a Level I or Level III word or both.

2.2 Cooperative Learning

Cooperative learning refers to a variety of teaching method in which students work in small groups in order to help one another learn academic content. It facilitates children to learn together in groups, which are structured so that group members have to cooperate to succeed. Through cooperative learning, students can exchange ideas and receive information, thereby generating understanding and developing knowledge (Li and Liem, 2005-2013).

Moreover, cooperative learning provides the opportunity for higher-achieving students to help students who are slower learners (Sonthara and Vanna, 2009). These higher achieving students can probably communicate more easily with their peers rather than the teacher. It is because some of students of lower achieving are afraid to ask to the teacher. Therefore, it will make they feel less of anxiety when asking their friends.

Siegel (2005), cooperative learning is a learning situation in which two or more students are working together to complete a common task. It can push them to be enthusiastic in the learning activity. It is because when students

working alone, they tend to delay completing assignments or skip them altogether. Besides, cooperative learning will increase participation by students in all components of the course, better understanding and retention of material, mastery of skills essential to success in the course (Winter, 1999).

According to Felder and Brent (2000), cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. In cooperative learning students will meet more learning styles that does not monotonous. It also create a class to be more alive.

Johnson, Johnson and Stanne (2000) argue that cooperative learning has some kind of methods such as, Learning Together (LT), Student – Team – Achievement - Divisions (STAD), Teams – Games - Tournaments (TGT), Group Investigation (GI), Jigsaw, Teams- Assisted-Individualization (TAI), and Cooperative Integrated Reading and Composition (CIRC).

However, the writer wants to focus on one cooperative learning method that put the students into a competition with their friends in the tournament activity. It is like in one kind of cooperative learning that makes students compete in the tournament, it is called Teams Game Tournament (TGT). Here, the writer uses TGT as the method of cooperative learning that will be applied in order to know whether the use of TGT method can improve students' mastery of vocabulary or not.

2.3 Teams Game Tournament (TGT) Method

TGT method is one of cooperative method that create students to be active in the classroom activity. In this sub-point, the writer wants to explain about the definition of TGT method and the advantages and disadvantages of TGT method.

2.3.1 Definition of TGT Method

Teams Game Tournament (TGT) is learning strategies that designed by Robert Slavin for review and mastery learning of material (O'Mahony, 2006). TGT method is used to create an effective classroom environment in which students are actively involved in the teaching process. DeVries (1976) argues that TGT changes the classroom activity by having students perform in small group rather than in individually setting.

Slavin (1995) points out that TGT uses academic tournament, in which students compete as representative of their teams who are like them in past academic performance. The TGT structure is encouraging the students in competition and cooperation.

This strategy is appropriate for each student to participate in the classroom activity. It was supported by Solihatina and Ozturk (2014), TGT guarantees the implication and participation of every member of the group and allows them to compete with the other members of the other teams who have a similar level to their own.

Besides, Slavin (1978) states TGT is most appropriate for teaching basic skills materials that have one right answer. This means, in this method when doing the game or tournament the teacher already prepare the question

as well as the answer. It has one correct answer which was decided by teacher before.

Furthermore, DeVries, Mescon, and Shackman (1976) points out that TGT has three basic elements:

1. Team: Students are assigned to equal teams categorized by equivalent academic levels. Each team consists of students who have different level of ability (mixed ability).
2. Games: Skill exercises relating to content material are played during weekly tournaments. The games consist of a series of multiple choice, true-false, etc.
3. Tournament: The tournament usually held in once or twice a week. It may take 30 to 50 minutes. Here, students represent their teams and compete individually against students from other teams. At the end of the tournament a “top scorer”, “middle scorer”, and “low scorer” are informed by the teacher. The individual student scores are converted to team score, the team score are ranked, and winning team are declared. The team that wins the tournament gets a reward.

2.3.2 Advantages and Disadvantages of TGT Method

In applying every method of cooperative learning especially TGT method, it must be a problems. Based on Prasetyo (2012), in implementing TGT method has some advantages and disadvantages.

This method reinforces a students’ sense of belonging among the group members, something which we as teachers need to foster (Harmer,

2001). If everyone is involved in the same activity, then we are all 'in it together'. It means that each student never to feel that they are neglected by the teacher. In addition, it is easier for students to share an emotion such as happiness or amusement in whole class setting.

Furthermore, through teams game tournament method, students learn how to cooperate and work together with their friends. Here, students will help each other to learn because they care about the group to get succeed. This means that students are encourage to build a relationship in order to make connection of each member when doing games and tournament (Li & Lam, 2005).

Nevertheless, Harmer (2001) states that it may not encourage students to take responsibility for their own learning. They just depend on the group activity. It will make students forget with their own responsibility to do an individual activity such as homework.

In addition, TGT method takes a long time during the process. This cannot be done in one meeting to get the value. It could occur because teacher have to do some steps such as pre-test, post-test, and do some games as well as the tournament. In short, if teachers want to short the time, they must prepare the materials before applying the method. It will help teachers to use time wisely during the use of TGT method.